





Malorees Infant & Junior School

Assistant Headteacher for

SEND & Inclusion

**Welcome to Malorees Infant & Junior School**



Thank you for taking an interest in our school. In this pack, you will find some information about Malorees and the post advertised. We hope you find this information useful. If you would like to find out more about our school, please contact us. A school visit can be arranged.

Malorees Infant and Junior School is located within an appealing, exciting and diverse area of Brent. We cater for children with a wide breadth of needs and abilities, supported strongly by an engaging and pro-active school community.

We are proud of the inclusive and learning environment that we have created. We have high expectations for every child and believe we give them the best possible education so that they can strive not just academically but creatively, emotionally, and socially. We want to broaden children’s horizons by enriching their experiences at school.

We strive to set them up for future success by giving them the opportunities, skills and attitudes they need to thrive in the modern world, such as: teamwork, independence, resilience and creativity.

Above all, a feature that makes Malorees unique is our staff, as we are a friendly, motivated, supportive, and dedicated team. We are all committed to education and work conscientiously to make a positive difference to our children’s lives.

We look forward to hearing from you.

Sian Davies

Executive Head

Malorees Infant & Junior School



What we are looking for:

* A strong, optimistic, and motivated leader of SEND & Inclusion
* An effective professional – who can lead and support others to ensure high quality SEND provision
* Someone who is organised, flexible, efficient, and collaborative
* An excellent teacher who is fully experienced in leading safeguarding school wide
* A professional who is reflective and always looking to improve their practice and support to others
* A leader in SEND who is committed to school improvement, with an ambition and drive to ensure every child reaches their full potential

 What we can offer you:

* A welcoming, friendly, and inclusive school
* Excellent opportunities for growth and development in a leadership role
* A creative learning environment that welcomes innovation
* A caring and dedicated team of teachers and support staff
* Strong school community engagement and participation
* Opportunities to impact positively on all aspects of school provision
* Scope to influence and impact positive change school wide

Malorees Infant & Junior School

Job Description

**Job Title:** **Assistant Headteacher for SEND and Inclusion (Lead DSL role**

 **Incorporated within post)**

**Responsible to:** Headteacher

**Duties:** The School Teachers' Pay and Conditions Document (Part XI) specifies the general professional duties of all teachers. In addition, certain duties are reasonably required to be exercised and completed in a satisfactory manner.

**Allowance Attached to the Post:**

**Postholder:**

**Core Purpose of the Assistant Headteacher for SEND & Inclusion**

* To support and promote an inclusive culture throughout the school, enabling all children to achieve their best, overcoming barriers to learning and participation.
* To have strategic responsibility for inclusion, including SEND, EAL, more Able and Pupil Premium, including other vulnerable groups and liaising with colleagues, parents/carers and outside agencies.
* To be accountable for raising the standards of teaching, learning, and attainment for all children identified as having specific needs in EAL, more able or SEN in the school.
* Have lead responsibility for the safety of the children, and leading a trained team of Child Protection and Safeguarding staff (see DSL JD)
* To line manage the attendance team

**Key Responsibilities**

* To lead learning and co-ordinate the strategic management and development of Inclusion across the school so that all pupils with a range of additional needs, as identified as EAL, SEN and more able are well supported across the school and make very good progress.
* To oversee and ensure quality provision is in place for children with a range of additional needs mainly: EAL, children with SEN and more able pupils.
* To oversee the implementation of personal development programmes and initiatives and link these across the curriculum, including PSHE and SMSC
* Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
* Prepare and review information the governing board is required to publish
* To embed the effective use of accurate data to inform planning and coordinate support strategies to raise attainment, secure outstanding progress and address the underperformance of groups and individual students
* To ensure all pupils have an identified baseline level of entry from which to measure progress
* To provide professional leadership and management
* To support a culture that promotes excellence, equality, and high expectations for all pupils.
* Together with the senior team participate in evaluating the school’s performance and to identify the priorities that will lead to continuous improvement and the raising of standards.
* Communicate regularly and effectively with parents or carers
* To participate in strategic planning which supports the School Improvement Plan.
* To develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
* Leaders whom you line manage are held accountable for levels of progress within their area of responsibility
* To challenge underperformance ensuring corrective actions are in place and evaluation takes place to analyse the impact of these interventions in the departments that you line manage
* To have a teaching allocation in line with the role at the school
* To develop and lead INSET programmes to support effective inclusive practices and provision in school, specifically for intervention groups.
* To oversee and work collaboratively with year leaders to ensure the effective co-ordination of intervention programmes to support designated groups of pupils.
* To actively seek out ways to enrich the learning experience of children through the co-ordination of extended learning programmes (homework long leave, specific clubs, family learning).
* To work with the Headteacher and leadership team in decisions relating to the deployment of support staff across the team.
* To ensure that Inclusive practice is represented in display around the school. Ensure that parents of these groups of students are well informed about the curriculum, targets, individual pupils' progress and achievement.

**EAL**

* Identify students needing EAL support, on entry into school and conduct individual assessment. Prioritise students for support, differentiating between SEN and EAL.
* Audit and assess pupils language levels
* Develop individual learning programmes for EAL pupils.
* Differentiate work for pupils, ensuring that resources and materials reflect and support the linguistic diversity of pupils and liaise with class teachers on lesson planning.
* Organise and run before and after school EAL related clubs
* Provide guidance and in-service training staff on in-class strategies to support EAL pupils
* Ensure that all staff are aware of the specific needs of all EAL pupils in the school and that the database is updated termly.

**SEND**

* To have strategic overview of the SEND policy and co-ordination of provision by ensuring the SEND policy is put into practice, and that the objectives of this policy are reflected in the School Improvement Plan
* Line management of the SENCO and SEN team
* Monitoring and reviewing the quality of provision with the SEN team
* Review and monitor Quality First Teaching on an ongoing basis and to support with the appraisal process in close liaison with school leaders
* Maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice
* Attending and supporting TAC meetings for SEND children where necessary and liaising with external agencies
* Contributing to the school newsletter
* Liaising with external agencies: schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies. Including: coordination of visits, attending meetings and informal sharing of information, disseminating recommendations/paperwork, and ensuring their implementation
* Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
* Advise on the use of the funding school’s budget and other resources to meet pupils’ needs effectively, including staff deployment
* Participate in the school’s Performance Management implementation review cycle and for support staff

**Pupil Premium**

* To co-ordinate the school’s approach to raising the achievement of disadvantaged pupils (those in receipt of pupil premium funding).
* To support, educate and liaise with parents/carers to create and promote positive working relationships and to raise aspirations.
* To lead and deliver academic intervention with disadvantaged pupils
* To identify disadvantaged students’ barriers to learning in order to design, lead and deliver appropriate intervention strategies
* To evaluate the impact of intervention strategies; for example, through pupil voice, data analysis, teacher feedback and parent/carer feedback.
* To report these findings periodically to SLT with proposals for further action

**Developing Self and Working with Others**

* Work with the leadership team to build a professional learning community which enables others to achieve
* Support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development
* Be committed to your own professional development
* Implement successful performance management processes with allocated team of staff
* Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
* Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
* Acknowledge the responsibilities and celebrate the achievements of individuals and teams
* Develop and maintain a culture of high expectations for self and others
* Regularly review own practice, set personal targets and take responsibility for own professional development

**Additional Duties**

* This is not an exhaustive job description and does not intend to specify the proportion of time spent on any of the duties outlined herein. This job description will form the basis for the assessment of the performance of the SEND & Inclusion Leader within the context of the School Performance Management Policy.

**Other clauses**

* The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
* This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
* This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
* The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.
* This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete particular duties as set out in the job description
* **Date of Issue: March 2021**